

Family and Community Services

This section of the protocol contains a list of *Compliance Questions* that identify Head Start (HS) program requirements against which each question is designed to monitor compliance. Reviewers assigned to this section must answer *all* of the Compliance Questions, but *only after* collecting and analyzing sufficient information to make a well-informed Yes/No (or Not Applicable, as appropriate) decision. You should substantiate your responses to these Compliance Questions with details from extensive interviews, document reviews, and/or observations.



Prompts in the *Ground to Cover* guide following each Compliance Question will help lead you to the right people, documents, and observations from which to gather information. These prompts reflect the minimum ground to cover in addressing the Compliance Questions. (Note: Not every Compliance Question is followed by Ground to Cover prompts). You are not limited to the interviews, document reviews, and observations outlined in the protocol's Ground to Cover prompts, so long as additional sources are necessary to answer the Compliance Question. The onsite review should cover all program options provided by the grantee and delegate as well as childcare partnerships and family childcare homes.


For each Compliance Question, you must document and describe your detailed evidence in the *Notes* space. These Notes form the foundation for understanding grantee compliance, and, when appropriate, become the basis for preliminary areas of noncompliance. For all evidence collected, you should provide sufficient context to support the conclusions drawn, including the number of documents reviewed, people interviewed, and observations made. In the PRISM Software, all Notes are attached to the standards listed with each Compliance Question.


The Family and Community Services (FCS) section of the protocol is divided into five subsections:

- I. Staffing and Training
- II. Building Relationships with Families
- III. Strengthening Families through the Family Partnership Agreement Process
- IV. Encouraging Parent Participation
- V. Building and Maintaining Community Partnerships


SECTION I – Staffing and Training



<p>1A</p> <p>Y N </p>	<p>1A COMPLIANCE QUESTION:</p> <p>Are management functions for family and community partnerships, including parent activities, formally assigned to a staff person or persons?</p> <p>1304.52(a)(2)(iii)</p> <p><i>Note: Notes provided for this question will be shared with the PDM Reviewer through the PRISM Software.</i></p>
<p>PROMPTS</p>	<p>1A GROUND TO COVER – LOOK FOR, LISTEN FOR, ASK ABOUT THE FOLLOWING:</p> <ul style="list-style-type: none"> • Ask the family and community services manager to describe his or her role and responsibilities. • Ask the family and community services manager to describe his or her knowledge, skills, and experience necessary to perform the assigned duties.
	<p>1A NOTES:</p>
<p>1B</p> <p>Y N </p>	<p>1B COMPLIANCE QUESTION:</p> <p>Are family and community services supported by staff or consultants who have training and experience in fields related to social services, human services, or family services?</p> <p>1304.52(d)(5)</p> <p><i>Note: Notes provided for this question will be shared with the PDM Reviewer through the PRISM Software.</i></p>

PROMPTS	1B GROUND TO COVER – LOOK FOR, LISTEN FOR, ASK ABOUT THE FOLLOWING: <ul style="list-style-type: none"> Ask family and community services staff to describe their experience and training in these fields.
	1B NOTES:
1C 	1C COMPLIANCE QUESTION: Are parent involvement services supported by staff or consultants with training, experience, and skills in helping parents advocate and make decisions for their young children and families? 1304.52(d)(6)
PROMPTS	1C GROUND TO COVER – LOOK FOR, LISTEN FOR, ASK ABOUT THE FOLLOWING: <ul style="list-style-type: none"> Ask family and community services staff or consultants to describe their training, experience, and skills in helping parents advocate and make decisions for their young children and families.
	1C NOTES:

<p>1D</p> <p>Y N </p>	<p>1D COMPLIANCE QUESTION:</p> <p>Do the grantee and delegate provide opportunities for ongoing training and development for all staff who provide family, community, and parent involvement services? 1304.52(k)(2); 1304.52(k)(3); 1306.23(a)</p> <p><i>Note: Notes provided for this question will be shared with the PDM Reviewer through the PRISM Software.</i></p>
<p>PROMPTS</p>	<p>1D GROUND TO COVER – LOOK FOR, LISTEN FOR, ASK ABOUT THE FOLLOWING:</p> <ul style="list-style-type: none"> • Determine whether the grantee and delegate provide in-service training opportunities for staff to help them acquire or increase the knowledge and skills necessary to fulfill their job responsibilities in the family and community services areas. 1304.52(k)(2); 1306.23(a) • Do the grantee and delegate establish and implement ongoing training to help staff acquire and maintain the skills and knowledge necessary to implement Head Start Performance Standards in the family and community services areas? 1304.52(k)(3); 1306.23(a) • Making this determination includes interviewing the family and community services manager and staff and reviewing training materials.
	<p>1D NOTES:</p>

SECTION II – Building Relationships with Families

<p>2A</p> <p>Y N </p>	<p>2A COMPLIANCE QUESTION:</p> <p>Are opportunities for interaction between staff and families made available to parents throughout the year, and are they respectful of each family’s diversity and cultural and ethnic background?</p> <p>1304.40(a)(4); 1304.40(a)(5); 1304.23(a)(2)</p> <p><i>Note: Notes provided for this question will be shared with the PDM Reviewer through the PRISM Software.</i></p>
<p>PROMPTS</p>	<p>2A GROUND TO COVER – LOOK FOR, LISTEN FOR, ASK ABOUT THE FOLLOWING:</p> <ul style="list-style-type: none"> • Ask the family and community services manager to describe and demonstrate how the program ensures that timely and ongoing communication occurs between the staff and families. • How do family and community services staff document that regular and ongoing interaction and communication with families occur? • Ask staff to describe how they interact with families throughout the year. • Do staff interact with parents at times convenient for families to participate? • What opportunities are created for interacting with parents? • Determine whether staff regularly discuss children’s nutritional needs and health with the children’s families. 1304.23(a)(2) • How are meetings and interactions respectful of families’ diversity and cultural and ethnic backgrounds, including families who might be unable to read or speak English? 1304.40(a)(5) • Ask staff to provide materials or plans that support them in implementing these requirements.
	<p>2A NOTES:</p>

2B 	2B COMPLIANCE QUESTION: Are classroom staff and home visitors able to communicate with families they serve either directly or through a translator, and are they familiar with the families' ethnic backgrounds? 1306.20(f) <i>Note: Notes provided for this question will be shared with the PDM Reviewer through the PRISM Software.</i>
PROMPTS	2B GROUND TO COVER – LOOK FOR, LISTEN FOR, ASK ABOUT THE FOLLOWING: <ul style="list-style-type: none"> • Ask staff to describe strategies used to ensure they communicate with families in their own language. • What steps are taken when staff are unable to communicate directly with parents? • Ask the family and community services manager to describe how staff are familiarized with families' ethnic backgrounds.
	2B NOTES:
2C 	2C COMPLIANCE QUESTION: Do the grantee and delegate initiate appropriate support for families whose children have been absent for 4 or more consecutive days? 1305.8(b)
PROMPTS	2C GROUND TO COVER – LOOK FOR, LISTEN FOR, ASK ABOUT THE FOLLOWING: <ul style="list-style-type: none"> • Can the family and community services manager describe the process for reaching out to families whose child has been absent for 4 or more consecutive days? • Describe the efforts to reach out to parents if families have no phone or are otherwise hard to reach. • How is this process documented?

2C NOTES:

SECTION III – Strengthening Families through the Family Partnership Agreement Process**3A**Y **N** **3A COMPLIANCE QUESTION:**



Does the program have a collaborative partnership-building process in place that is strength based and family driven so all families have the opportunity to participate and, if parents choose, the opportunity to develop and implement an individualized partnership agreement?


1304.40(a)(2)



PROMPTS**3A GROUND TO COVER – LOOK FOR, LISTEN FOR, ASK ABOUT THE FOLLOWING:**



- Can family and community services staff describe and demonstrate how they engage parents in the family partnership process across all program options, including home-based and family childcare homes?
- Ask parents to describe how they have been supported and encouraged to become involved with the HS program.
- Ask parents to describe how they have been encouraged to participate in the family partnership process. If parents have identified goals, determine whether they align with parents' expectations.
- How are opportunities to participate in the family partnership experience provided to non-English speaking parents?
- How do staff document this process? Are notes, records, or agreements available?


Note: Although many programs adopt a template for family partnership agreements, the Family Partnership Agreement need not be written. The grantee must be able to provide evidence that it does, in fact, offer these opportunities to parents and must be able to show the reviewer that staff are aware of specific parents' progress toward achieving those goals.

	3A NOTES:
3B Y N 	3B COMPLIANCE QUESTION: Do the grantee and delegate know whether family plans already exist, to avoid duplication of effort? 1304.40(a)(3)
PROMPTS	3B GROUND TO COVER – LOOK FOR, LISTEN FOR, ASK ABOUT THE FOLLOWING: <ul style="list-style-type: none"> • Can the family and community services staff describe how they learned about preexisting family plans? • Ask family and community services staff to describe how they have built on preexisting plans. • Ask family and community services staff how they engage parents who are involved in goal-setting or planning with other community organizations.
	3B NOTES:
3C Y N 	3C COMPLIANCE QUESTION: Do the grantee and delegate provide—either directly or through referral—emergency or crisis assistance, in the form of food, housing, clothing, or transportation? 1304.40(b)(1)(i)


PROMPTS	3C GROUND TO COVER – LOOK FOR, LISTEN FOR, ASK ABOUT THE FOLLOWING: <ul style="list-style-type: none"> • Can family and community services staff provide examples of families in crisis who were helped and what kind of help was provided (directly or through referral)? • Can family and community services staff provide examples of community-wide crises that affected many HS families and describe the kind of help provided (directly or through referral)?
	3C NOTES:
3D Y N 	3D COMPLIANCE QUESTION: Do the grantee and delegate provide—either directly or through referral—education or opportunities to participate in counseling programs and to receive information about mental health issues that place families at risk? 1304.40(b)(1)(ii)
PROMPTS	3D GROUND TO COVER – LOOK FOR, LISTEN FOR, ASK ABOUT THE FOLLOWING: <ul style="list-style-type: none"> • Ask family and community services staff to describe examples of how they have provided or helped families access counseling programs. • Ask family and community services staff to describe examples of how they have provided or helped families access information on mental health issues that pose risks to families.
	3D NOTES:


3E Y N 	3E COMPLIANCE QUESTION: Do the grantee and delegate provide—either directly or through referral—opportunities for continuing education, employment training, and other employment services through formal and informal networks in the community? 1304.40(b)(1)(iii)
PROMPTS	3E GROUND TO COVER – LOOK FOR, LISTEN FOR, ASK ABOUT THE FOLLOWING: <ul style="list-style-type: none"> Ask family and community services staff for examples of continuing education, employment training, or other employment services.
	3E NOTES:
3F Y N 	3F COMPLIANCE QUESTION Do the grantee and delegate agencies provide—either directly or through referrals—opportunities for parents, as adult learners, to participate in family literacy services, including access to materials, services, and activities? 1304.40(e)(4)(i); 1304.40(e)(4)(ii)
PROMPTS	3F GROUND TO COVER – LOOK FOR, LISTEN FOR, ASK ABOUT THE FOLLOWING: <ul style="list-style-type: none"> Ask staff to describe opportunities for families to participate in literacy services. 1304.40(e)(4)(i) Ask staff to provide examples of materials, services, and activities related to family literacy. 1304.40(e)(4)(i) Ask staff how the program helps parents, as adult learners, address their own literacy goals. 1304.40(e)(4)(ii)

	3F NOTES:
SECTION IV – Encouraging Parent Participation	
4A Y N 	4A COMPLIANCE QUESTION: Are parents welcome as visitors during all program hours, and are they encouraged to observe their children often and participate with children in group activities? 1304.40(d)(2)
PROMPTS	4A GROUND TO COVER – LOOK FOR, LISTEN FOR, ASK ABOUT THE FOLLOWING: <ul style="list-style-type: none"> • Ask parents whether the program is open to their visiting during all hours of operation. Can they participate in all activities with their children, and are they encouraged to observe? • Ask parents whether their participation is voluntary or whether they have felt required to participate. • Ask family and community services staff to provide materials they have developed to encourage parent participation and make parents feel welcome.
	4A NOTES:
4B Y N 	4B COMPLIANCE QUESTION: Are parents invited to become integrally involved in the development of the program's curriculum and approach to child development and education? 1304.21(a)(2)(i)

PROMPTS	4B GROUND TO COVER – LOOK FOR, LISTEN FOR, ASK ABOUT THE FOLLOWING: <ul style="list-style-type: none"> • Ask staff whether they seek parents’ ideas for classroom activities and teaching approaches. • Ask parents for examples of ways they have been invited to make suggestions for classroom activities. • Ask staff to provide materials or information, if available, that they use to solicit parent suggestions.
	4B NOTES:
4C Y N 	4C COMPLIANCE QUESTION: Do the grantee and delegate help parents enroll and participate in a system of ongoing family health care? 1304.40(f)(2)(i)
PROMPTS	4C GROUND TO COVER – LOOK FOR, LISTEN FOR, ASK ABOUT THE FOLLOWING: <ul style="list-style-type: none"> • Ask family and community services staff what the process is for providing names and addresses of medical practices, clinics, or other health care organizations to families. • Ask staff whether the program discusses with families options for obtaining health insurance or low-cost medical care if the family is ineligible for Medicaid. • Ask staff to provide materials or resources they have developed, to the extent available.
	4C NOTES:

SECTION V – Building and Maintaining Community Partnerships	
5A Y N	5A COMPLIANCE QUESTION: Have the grantee and delegate taken affirmative steps to establish ongoing collaborative partnerships with community organizations? 1304.41(a)(2)
PROMPTS	5A GROUND TO COVER – LOOK FOR, LISTEN FOR, ASK ABOUT THE FOLLOWING: <ul style="list-style-type: none"> • Can staff describe the community organizations with which they work and how they collaborate with these organizations to improve, share, and augment services for children and families? • How do staff determine that these services respond to families' needs? • Can staff describe the types of community partnerships they have built and how these partnerships support families' needs? • Ask staff for examples of documents and materials, if available, to support demonstration of these collaborations. • Ask community partners to describe the ways in which they work with EHS or HS programs.
	5A NOTES:
5B Y N	5B COMPLIANCE QUESTION: Have the grantee and delegate established and maintained Health Services Advisory Committees (HSAC) that includes parents, professionals, and other community volunteers? 1304.41(b)

PROMPTS	<p>5B GROUND TO COVER – LOOK FOR, LISTEN FOR, ASK ABOUT THE FOLLOWING:</p> <ul style="list-style-type: none"> • Ask staff to describe the HSAC's functions. • Interview a member of the HSAC, if possible. • How often does the HSAC meet? • Has the HSAC influenced program practices related to health? • Interview the parent representative, to the extent possible. • Review HSAC minutes.
	<p>5B NOTES:</p>
<p>5C</p> <p>Y N </p>	<p>5C COMPLIANCE QUESTION:</p> <p>Does the grantee have procedures to support successful transitions for enrolled children and families that provide coordination with other agencies as well as outreach to encourage communication between EHS, school principals, and others involved in supporting children and families through transitions, including joint transition meetings?</p> <p>1304.41(c)(1); 1304.41(c)(1)(i); 1304.41(c)(1)(ii); 1304.41(c)(1)(iii); 1304.41(c)(2)</p>
PROMPTS	<p>5C GROUND TO COVER – LOOK FOR, LISTEN FOR, ASK ABOUT THE FOLLOWING:</p> <ul style="list-style-type: none"> • What are the established procedures to support successful transitions for enrolled children and families from previous childcare programs into EHS? 1304.41(c)(1) • What types of activities are offered to parents? 1304.41(c)(1)(iii) • When do transitions begin? 1304.41(c)(2) • How do the EHS and HS programs plan and implement transition activities if an EHS program operates within the HS service area? 1304.41(c)(1)(i); 1304.41(c)(1)(ii) • Talk with parents about their experiences with transition. • Do written materials exist to support the agency practices for transitions?

	5C NOTES:
5D Y N 	5D COMPLIANCE QUESTION: Do the grantee and delegate have procedures to help parents become advocates for their children during transitions, both into EHS or HS from the home or other childcare setting and from HS to elementary school, a Title I of the Elementary and Secondary Education Act preschool program, or a childcare setting? 1304.40(h)(1)
PROMPTS	5D GROUND TO COVER – LOOK FOR, LISTEN FOR, ASK ABOUT THE FOLLOWING: <ul style="list-style-type: none"> • Ask staff to describe how they help parents become advocates for their children during transitions. What kinds of information do they provide to parents? • Ask parents who have recently transitioned into HS how they were helped during this transition from EHS or childcare to HS. • Ask parents, if the review falls at the end of the year, how they were assisted in transitioning to elementary school.
	5D NOTES: